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| Name  | Alor Onyiinye .A |
| Date | 02/09/24 |
| Class | SS1 |
| Subject | Chemistry | No of contacts/week | 4 |
| Topic | Introduction to chemistry | Current contact for the week | 2/4 |
| Objectives | By the end of the lesson, learners should be able to : | Evaluation |  | Yes | No |
| 1 | Define chemistry |  |  |  |
| ii | List and explain the different branches of chemistry. | i)Define chemistry |  |  |
| iii | State the carrier prospects tied to chemistry and choose theirs. | ii)List and explain any 4 branches of chemistry |  |  |
| iv | Mention the uses of chemistry in providing our basic needs. | iii)State 5 carrier prospects in chemistry and mention yours |  |  |
|  |  | Iv) Mention any 2 uses of chemistry in providing man’s basic needs. |  |  |
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| Previous Knowledge |  |  |
| Learners are familiar with living and non-living matter in their environment and can identify them. |  |
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| Entry Behavior | The teacher introduces herself , subject and ask the learners to introduce themselves one after another by saying their names.  | Time 5 min |  |
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| Set Induction | The teacher induces the learners by asking them the following questions ; i | 5 min |
| I}What is matter |  |
| Ii} Mention the living and non-living matter in our environment. |  |
| **Exploration** **Stage 1****Stage2** | Teachers role | Students’ role | Teaching technique | Teaching aid | Time | Yes | No |
| The teacher uses pictures of matter to introduce the lesson | Learners respond to the teacher’s questions positively ,watch and listen to her explanation | Demonstration and explanation | Pictures and marble board. | 5 min |  |  |
| And ask the learners to group them as living and non-living matter |   |  |  |  |  |  |
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| 1) The teacher defines chemistry ; As a branch of science that studies the structure, composition, properties and uses of matter. It studies the interaction {changes matter undergo} and energy transformation involve during chemical changes.b)Teacher plays 2 minutes video on definition of chemistry. | Watch videos, listen and ask question | Explanation | Audio visuals,  |  5 min |  |  |
| 2) Teacher list the branches of chemistry: |  |  | Marble board | 3 min |  |  |
| i)organic chemistry |  |  |  |  |  |  |
| ii)inorganic chemistry |  |  |  |  |  |  |
| iii)analytical chemistry |  |  |  |  |  |  |
| iv)thermodynamics |  |  |  |  |  |  |
| v)medical chemistry3)Teacher list the carrier prospects tied to chemistry4)Teacher list uses of chemistry | Listen and ask question | explanation | Animation pictures of profession in chemistry and marble | 2 |  |  |
| **Engagement** | Teachers role | Students’ role | Teaching technique | Teaching aid | Time | Yes | No |
| Discussion | Teacher goes into discussion with the learners to verify their understanding on the topic using the evaluation question as guide. | Answers questions | questioning | Marble board | 3 min |  |  |
| Reemphasis | Teacher reemphasizes the difficult areas. | Listen  | explanation |  | 2 |  |  |
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| Application | Teacher plays a two minutes video on chemistry and the world | Watch the video | demonstration | Audio visuals | 2 min |  |  |
| Evaluation | Teacher evaluates the learners using the questions in the evaluation stage above. | Answers questions | questioning | Marble board | 3 min |  |  |
| Summary | Teacher summarizes the lesson by writing note on the marble board | Copy note written on the board | demonstration | Marble board |  |  |  |
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